DOCUMENT RESUME

ED 355 198 SP 034 316

TITLE	New Directions in Teacher Education for the 1990s; A Report on the Statewide Conversation about the Agenda for Teacher Education in a Democracy to the Education Commission of the States.
INSTITUTION	New York State Education Dept., Albany.
SPONS AGENCY	Education Commission of the States, Denver, Colo.
PUB DATE	Jun 92
NOTE	23p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Change Strategies; College Role; *Educational Change; Educational Policy; Elementary Secondary Education; Higher Education; Meetings; Policy Formation; *Preservice Teacher Education; School Restructuring; Schools of Education; Teacher Certification; Teacher Education Programs
IDENTIFIERS	*Goodlad (John I); *New York; Teachers for Our Nations Schools (Goodlad)

ABSTRACT

This document reports on New York meetings attended by over 200 teacher educators and liberal arts and science faculty, teachers, administrators, and New York State Education Department policymakers to consider the implications of the research findings and recommendations presented in "Teachers for Our Nation's Schools" by John I. Goodlad. The findings and recommendations were considered in light of two statewide reform efforts: the revision of teacher preparation programs in response to new state certification requirements, and the restructuring of elementary, middle, and secondary education as envisioned in "A New Compact for Learning." The report reviews reform efforts in New York State and describes the format and structure of the regional meetings. The meeting discussions are then summarized, focusing on the need for reflective practice in teacher education, the need for prospective teachers to become agents of educational change, and the need to examine how schools of teacher education "fit in" with educational reform. The report concludes that meeting participants were able to link Goodlad's 19 postulates to substantive activity in the real world, although the practical realities of how and when some of the postulates might be implemented provided a strong undercurrent to the discussion. An appendix lists meeting participants. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SP

NEW DIRECTIONS IN TEACHER EDUCATION FOR THE 1990s

ED355198

A Report on the Statewide Conversation about the

Agenda for Teacher Education in a Democracy to

the Education Commission of the States

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R Trombly

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

The University of the State of New York

The State Education Department

Albany, New York 12234

SP 034 316

BEST COPY AVAILABLE

NEW YORK
THE STATE OF LEARNING

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, N.Y. 12230

EXECUTIVE COORDINATOR FOR THE TEACHING PROFESSIONS
OFFICE OF TEACHING

June 1992

Dear Colleagues:

Enclosed is the final state report on the mini grant project which supported a statewide dialogue on the state of teacher education and the implications for simultaneous renewal of K-12 schools and the education of educators. New York was one of 25 states awarded grants by the Education Commission of the States (ECS) to hold a statewide dialogue around the recently published research findings and recommendations which appeared in the book Teachers for Our Nation's Schools written by noted educational researcher John I. Goodlad.

More than 200 teacher education and liberal arts and science faculty, teachers and administrators and State Education Department policy makers attended three regional meetings in April, 1991. During the all-day sessions, participants considered the implications of John I. Goodlad's research findings and recommendations in light of two on-going statewide reform efforts: the revision of teacher preparation programs in response to new certification standards which go into effect in September 1993; and a comprehensive K-12 restructuring plan as envisioned in A New Compact for Learning.

The meetings provided a timely and valuable opportunity for Department staff and teacher educators to share concerns and program practices with colleagues. We are grateful to ECS for helping to underwrite the statewide dialogue.

Sincerely,

Gerald L. Freeborne

Gerald L. Freeborne

NEW DIRECTIONS IN TEACHER EDUCATION FOR THE 1990s

A Report on the Statewide Conversation about the

Agenda for Teacher Education in a Democracy to

the Education Commission of the States

June 1992

The University of the State of New York

The State Education Department

Albany, New York 12234

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

R. Carlos Carballada, *Chancellor*, B.S.	Rochester
Jorge L. Batista, *Vice Chancellor*, B.A., J.D.	Bronx
Willard A. Genrich, LL.B.	Buffalo
Emlyn I. Griffith, A.B., J.D.	Rome
Laura Bradley Chodos, B.A., M.A.	Vischer Ferry
Martin C. Barell, B.A., I.A., LL.B.	Muttontown
Louise P. Matteoni, B.A., M.A., Ph.D.	Bayside
J. Edward Meyer, B.A., LL.B.	Chappaqua
Floyd S. Linton, A.B., M.A., M.P.A.	Miller Place
Mimi Levin Lieber, B.A., M.A.	Manhattan
Shirley C. Brown, B.A., M.A., Ph.D.	Albany
Norma Gluck, B.A., M.S.W.	Manhattan
Adelaide L. Sanford, B.A., M.A., P.D.	Hollis
Walter Cooper, B.A., Ph.D.	Rochester
Carl T. Hayden, A.B., J.D.	Elmira
Diane O'Neill McGivern, B.S.N., M.A., Ph.D.	Staten Island

President of The University and Commissioner of Education
Thomas Sobol

Executive Deputy Commissioner of Education
Thomas E. Sheldon

Deputy Commissioner for Higher and Continuing Education
Donald J. Nolan

Executive Coordinator for the Teaching Professions
Gerald L. Freeborne

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender or sexual orientation in the educational programs and activities which it operates. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of equal opportunity and affirmative action should be referred to the Department's Affirmative Action Officer, NYS Education Department, 89 Washington Avenue, Albany, NY 12234.

CONTENTS

I. Introduction 1

II. Overview of Reform Efforts in New York State 1

III. Format and Structure of State Conversation 4

IV. Summary of Discussion of *Teachers for Our Nation's Schools* 6

V. Concluding Comments 7

Appendix A: List of Participants by Regional Meeting Attended 9

I. Introduction

New York was one of 25 states selected by the Education Commission of the States (ECS) to receive a $5,000 grant to hold a statewide dialogue on the state of teacher education, the implications for simultaneous renewal of K-12 schools, and the education of educators. The ECS awarded the grants to stimulate discussion around the recently published research findings and recommendations in the book — *Teachers for Our Nation's Schools* — written by noted educational researcher John I. Goodlad.

What follows is a description of the context for the Statewide Conversation and the process that occurred in New York State. Specifically, Goodlad's research and recommendations were considered in light of two statewide reform efforts: the revision of teacher preparation programs in response to new state certification requirements which go into effect in September 1993 and the restructuring of elementary, middle, and secondary education as envisioned in *A New Compact for Learning*, the Regents statement of core principles, strategic objectives, and the reciprocal relationships and responsibilities of all constituencies to bringing about needed changes. Additional chapters describe the structure and objectives for the statewide dialogue and the highlights of the discussions. Finally, the more than 200 people who participated in the three regional meetings are listed in the appendix.

II. Overview of Reform Efforts in New York State

Attention to teacher preparation issues has been ongoing since 1978 when the Regents first raised the issue of teaching as a profession and made the link between the quality of teacher preparation, practice and student achievement. The State Education Department (SED), the administrative arm of the Board of Regents has sought to strengthen the quality of teaching in our schools through recommending legislation to establish teaching as a profession, its regulation of teacher certification and academic program review functions. These ongoing efforts include: a comprehensive statewide program review of all master's degree programs in elementary education and all undergraduate teacher preparation programs; sweeping new State certification standards, reemphasizing the liberal arts and sciences for elementary and secondary teachers; and development of a performance-based assessment system for certifying teachers, to complement the new certification standards.

All of these efforts, as well as related initiatives carried out at the local level to support teacher-initiated professional development through Teacher Centers and new teacher induction programs through the Mentor\Teacher Pilot Program were undertaken by the Regents as a comprehensive effort to strengthen teaching. Each of these specific reform efforts affecting teacher preparation directly is described in greater detail below, as is the Regents comprehensive strategy, *A New Compact*, to reform elementary, middle, and secondary education.

A. Statewide Review of Teacher Preparation Programs

From 1985 through 1987, the New York State Education Department conducted a special statewide review of 120 master's degree programs in elementary education in collaboration with the public and independent colleges and universities offering the programs. The statewide review was undertaken to improve the quality of these important graduate programs, which are typically pursued on a part-time basis by fully employed teachers seeking permanent certification. Such graduate study should therefore enhance the effectiveness of New York's elementary classroom teachers early in their careers, while setting the stage for their continuing professional development.

The review process included four basic features:

1. Each of the 41 colleges prepared a self-study of its master's degree program(s) in elementary education;
2. Teams of out-of-state experts in education visited all the campuses to examine the programs on site;

3. The State Education Department sent to each institution a set of findings on its program(s), based upon the institution's own self-study and the visiting team's report;
4. After considering comments on the findings from the institutions, the Department indicated to each college what improvements, if any, remained to be implemented to bring its master's program(s) in elementary education into compliance with the quality standards embodied in the *Regulations of the Commissioner of Education.*

As a result of the review:

1. 7.5 percent of the programs were re-registered without condition;
2. Improvements were required in one or more components of 75.5 percent of the programs. Institutions with programs in this category were required to present progress reports to the Department within a year. In many cases, the colleges had already made significant changes in their programs in response to the review. The Department scheduled follow-up reviews for 1988 to evaluate the effectiveness of the actions taken by the institutions whose programs were judged to have remaining weaknesses;
3. 17 percent of the programs initially scheduled for review were voluntarily discontinued by the colleges.

Following the graduate level review, a similar comprehensive statewide review was conducted of all undergraduate teacher preparation programs. In spring 1987, the State Education Department announced the first of a series of registration visits, extending into 1990, to institutions with baccalaureate programs of teacher preparation. The visits were to focus on the programs of teacher preparation while assessing whether the institution's programs, in general, were in compliance with the various laws, rules, and regulations which govern degree-granting institutions in New York State.

Institutions were informed that the review would examine how well their respective teacher preparation programs contributed to the development of effective teachers and how each institution assessed its success in achieving program objectives.

Each of the institutions in the review is receiving an individual report analyzing its strengths and weaknesses. At the conclusion of the review, the Department will issue an overall final report which will include recommendations for improving teacher education statewide and suggestions for any policy changes in this area. The report is scheduled for release in late 1992.

B. Teacher Certification in New York

As part of the process of reviewing teacher certification in New York State, the policy of the Board of Regents has been to encourage continuous discussion of issues and the sharing of views on all matters relating to the education of our children. The Regents intent is carried out through formal hearings, the formation of advisory groups and task forces to recommend standards in specific certification areas, informal presentations to parent and professional groups and engaging in collegial dialogue. Through these avenues, all members of the public constituency — students, parents, teachers, administrators, institutions which prepare teachers, educational associations, business groups and individual citizens — have been involved in discussions on how the structure of certification should reflect the best thinking on how to educate the children of the future.

C. Status of Teacher Certification Reform at Time of Statewide Dialogue

Current reform efforts have their origin in the 1984 Regents Action Plan. In the Plan, the Board clearly stated the necessity for increasing standards and expectations for students, schools and teachers. Action on regulations for students was taken in the fall of 1984 with the expectation that after careful preparation, hearings and discussion there would be action on regulations for teachers. As schools

began to implement the Action Plan, moreover, scheduling problems in middle level education became evident. These difficulties and New York City's development of a paper on middle level education focused greater attention on middle schools and the middle level student.

On May 19, 1989, following nearly five years of discussion with the field, the Regents adopted regulations for the certification of teachers of common branch subjects in kindergarten through grade six (K-6) and English, a language other than English, mathematics, a science, and social studies in grades seven through twelve (7-12). These new regulations substantially strengthened the preparation of teachers in the liberal arts and sciences, subject area specialties and teaching skills before the teacher earns permanent certification. At the same time, the Regents also took the landmark step of establishing a new early childhood teaching certificate, a "certificate valid for teaching common branch subjects to students of early childhood years through grade 3 (PreK-3)," thereby indicating a commitment to requiring special preparation for the teachers of children in the prekindergarten years. The specific requirements for this new certificate were not adopted in May 1989 because it was agreed that a task force of early childhood educators should recommend standards for the new PreK-3 area.

The regulations adopted in 1989 anticipated the emphasis of *A New Compact for Learning* by strengthening the liberal arts and sciences preparation of teachers and by expressing the strengthened outcomes rather than of credits completed. The 1989 changes took a significant step toward providing developmentally appropriate instruction to every child by instituting a separate early childhood certificate (Section 80.14). Since 1989, there has been extended discussion about the requirements for an early childhood certificate.

As the discussions began to focus on how early childhood teachers would be prepared and certified, an important drawback to the separate certification emerged. Education Law establishes a single elementary tenure area encompassing kindergarten through grade six. Since the K-6 tenure area is specified in Education Law, it is inadvisable to develop a certification structure inconsistent with that law — i.e., prekindergarten through grade three. In order not to jeopardize teachers' careers by creating a different structure for certification than exists for tenure, the Board supported a return to a two-certificate structure (PreK-6 and 7-12) and the establishment of an annotation in early childhood education in January 1992. An annotation is voluntary.

D. A New Compact for Learning

In March 1991, the Board of Regents adopted *A New Compact for Learning*, a comprehensive strategy for improving public elementary, middle and secondary education results in the 1990s. It is based on the principle that all children can learn. It calls for collaboration on a broad scale — by parents, educators, State and local governments, colleges, libraries, museums, social service agencies and community groups — to bring together our collective energies in order to raise and educate our children better.

A New Compact was adopted after a series of 10 regional meetings and public hearings in the fall 1990. Over 4,200 parents, teachers, school board members, business and government leaders participated in the public meetings to contribute to the development of the *New Compact*.

In April 1991, the Board of Regents set in motion the first of a series of action steps to implement its provisions:

- to define the desired educational results in specific terms;
- to devise means of assessment that will guide activity and promote accountability;
- to bring about participation by teachers and parents in planning and decision making for schools;
- to provide local school districts with greater flexibility to modify educational programs in order to improve results.

Given this context and the fact that colleges and universities were well under way in making forward-looking, exciting improvements in their teacher education program, the statewide dialogue was seen more as an opportunity to inform and refine the teacher education reform efforts that were evolving rather than serve as a "clarion call" to policy makers to initiate teacher education reforms. As such, the proposal to ECS proposed a statewide dialogue that would reach a broad and diverse audience, with teacher educators and liberal arts and sciences faculty from the 98 institutions with teacher preparation programs constituting the majority of participants.

III. Format and Structure of State Conversation

The original proposal was to hold a statewide dialogue in Albany in conjunction with an already planned statewide conference scheduled for February 1991. During the time the grant proposal was submitted and subsequently awarded, the conference had to be canceled due to the State's severe fiscal situation. An alternate plan was submitted to ECS to hold three day-long regional sessions in New York City, Albany and Buffalo, respectively to accomplish the same goals as originally proposed. The grant would cover luncheon and coffee break expenses, but participants would cover their own travel expenses. With the regional format, transportation expenses would be kept to a minimum for participants and attendance would likely be at the same level as originally anticipated for the Albany conference.

This regional strategy for the statewide dialogue proved effective in drawing over 200 participants. In addition to the higher education community, invitations to the regional meetings were mailed to State policy makers from various offices of the State Education Department and the Legislative Education Committees, teachers and administrators from school districts and representatives of more than 22 professional associations and unions. (See Appendix for list of participants.)

A. Regional Meeting Format and Objectives

The all-day format of the meetings, from 10 a.m. to 3:30 p.m. was designed to cover a comprehensive agenda of interest to the diverse group of invited participants. The objectives for the meetings were:

- To discuss issues and concerns from the State Education Department's review of institutional re-registration plans for teacher education programs;
- To provide information and solicit commentary from the field on certification changes in elementary and secondary education, bilingual/ESL, administration and supervision, and special education;
- To consider the implications of new research, conducted by John Goodlad on the state of teacher education and presented in *Teachers for Our Nation's Schools*.

The three regional meetings were held as follows:

❑ April 9, 1991	CUNY Graduate Center 33 West 42nd Street New York, NY 10036
❑ April 12, 1991	Empire State Plaza Albany, NY 12242
❑ April 23, 1991	State University of New York at Buffalo Center for Tomorrow Conference Center Amherst, NY 14260

Since luncheon costs were being underwritten by the grant, attendance at the meetings was limited to teams of three individuals from the 98 institutions with teacher preparation programs and invited guests. Since New York State was re-emphasizing the importance of the liberal arts and sciences in teacher education, institutions of higher education were encouraged to include liberal arts and sciences faculty among their institutions' representatives.

B. Meeting Topics and Presenters

Each of the three regional meetings followed the same format and agenda. State Education

Department staff led information and discussion sessions on the new and proposed certification requirements and the review of institutional re-registration plans. These sessions allowed participants to share many promising practices that institutions were initiating as a result of their internal self-assessment of teacher preparation programs, the State Education Department's statewide reviews and the new certification requirements. Institutional teams were also able to meet with State Education Department staff on an individual basis to address specific concerns about their re-registration proposals and receive technical assistance.

Meeting topics and presenters for the three regional meetings were as follows:

Topic:	New Certification Changes and Proposed Regulations
Presenter:	Gerald L. Freeborne Executive Coordinator, Office of the Teaching Professions, SED
Topic:	Issues and Highlights from the Review of Institutional Re-registration Plans
Presenters:	Denis Paul Assistant Commissioner for Academic Programs Review, SED
	Kevin Reilly Director of Academic Programs Review, SED

The centerpiece of each regional meeting was a seminar led by a panel of higher education faculty to explore the themes and recommendations emanating from John Goodlad's *Teachers for Our Nation's Schools*. Participants were encouraged to familiarize themselves with the book prior to the meetings. At a minimum, all participants were provided in advance with the article by John Goodlad entitled "Better Teachers for Our Nation's Schools", which appeared in the November 1990 issue of Phi Delta Kappan.

The seminar discussion leaders at each meeting were:

New York City	*Christian Suggs, Director CUNY Minority Project for the Teaching Profession Office of Academic Affairs CUNY Central Administration
	*Cynthia Onore Department Chair Secondary and Continuing Education City College, CUNY
	*Karen Zumwalt Associate Professor of Education Teachers College, Columbia University
Albany	*Anthony McCann, Chair Teacher Education, Certification and Practice Board (SED) and High School English Teacher
	*Linda Biemer, Chair Professional Education SUNY at Binghamton
	*Gerald Mager, Director Division of Education Syracuse University
	*Jan McDonald, Director Educational Studies Union College
Buffalo	*Hugh Petrie, Dean Faculty of Educational Studies SUNY at Buffalo
	*Kay Marshman, Chair Education Department Nazareth College of Rochester
	*Philip Wexler, Dean Graduate School of Education & Human Development University of Rochester
	*Alan Wheeler, Director Center for Educational Studies SUC at Fredonia

In preparation for the seminars, each group held a conference call to plan and coordinate their remarks and use of the postulates to stimulate discussion. Given the multiple roles of the panelists — teacher education faculty and administrators, state policy board members and practitioners — it was felt that they had the knowledge and expertise to comment on and lead participants in discussing all aspects of the 19 postulates proposed by Goodlad for redesigning teacher preparation programs.

IV. Summary of Discussion of *Teachers for Our Nation's Schools*

The faculty-led discussions of John Goodlad's comprehensive study of teacher education can be summarized by three key words, i.e., that the education of educators needs to be more **reflective, revolutionary** and concerned with its **relationships** to a broad array of constituents. The comments and concerns of participants are presented below.

A. Reflective Practice

All too often, teacher preparation programs teach prospective teachers that theory and practice are separable and that learning skills associated with practice are sufficient for good teaching. Student teaching is seen by students as the "culminating" activity of their preparation programs rather than the "beginning" steps in an evolving and continuous professional development process. Teacher preparation programs need to teach prospective educators to see themselves as creators of learning environments rather than implementers of a set curriculum. Much discussion focused on examples of good practices that infuse opportunities for students to be more reflective about their preparation to teach. Examples include more field-based components in academic courses, interdisciplinary courses, having students formulate their own philosophy of teaching and the "clustering" of student teachers to facilitate mentoring and different ways for college supervisors to interact with prospective teachers in the school setting. Many commenters felt that the model of a professional development school would greatly enhance the prospects for the development of reflective teachers.

B. Revolutionary or Questioning the Status Quo

Following on the theme that teacher preparation programs should enhance reflective practice, presenters and participants alike expressed the need for prospective teachers to be prepared to be change agents and to question the routine and policies of schools and the educational system. Some commenters felt that teacher educators were too timid to challenge the status quo in their own institutions and therefore, represented poor role models for preparing teachers to be change agents.

Participants also expressed the view that teacher educators needed to be proactive proponents of changes in the workplace, supporting more strongly expanded roles for teachers and changes in the "material" conditions of teaching. Several commenters contrasted the political sophistication and power of teachers unions within their sphere and the political naivete of teacher educators in theirs. There seemed to be a consensus that the role of teacher educators in influencing positively what goes on in the schools was absent from the perceptions of the public and the powerful and that political dialogue with the community was urgently needed.

C. Relationships with Constituent Groups

Participants comments also addressed at length the many relationships that schools of education have with a broad array of constituencies — the "field", the larger institutions of higher education of which they are a part, State Education Department policymakers and the national goals and standards. In these times of uncertainty, changeability and conflict, teacher preparation programs need to be questioning and rethinking how they relate to all their constituencies. For example,

in relating to the field, should schools of education provide laboratory settings to prepare teachers that mirror or ignore current schools in favor of some vision of schools of the future? Other commenters suggested that alliances with State policymakers to strengthen program registration would pressure institutions of higher education to put more resources into teacher education. Others felt that forces in the community and business sector — forces external to the educational system that have taken an active interest in school reform — have no perception (except perhaps a negative one) of teacher educators role in school reform. Teacher educators need to generate a conceptual map of how schools of teacher education "fit in" to educational reform to deflect negative perceptions and win support for their own reform efforts.

V. Concluding Comments

By placing the statewide conversation about teacher education in a democracy in the context of ongoing state reforms, development of new certification standards and the redesign of teacher education to come into compliance with certification regulations, participants were able to link Goodlad's 19 postulates to substantive activity in the real world. While the idealistic nature of the postulates was universally lauded by participants, the practical realities of "how" and "when" some of them might be implemented provided a strong undercurrent to the discussion.

On a positive note, participants often observed that New York State's new outcomes based certification regulations for elementary and secondary teachers and collegial approach to program registration achieved the spirit of Goodlad's postulate number 18 which states:

> "Programs for the education of educators, in order to be vital and renewing, must be free from curricular specifications by licensing agencies and restrained only by enlightened, professionally driven requirements for accreditation."

In a seeming contradiction, participants also noted that State certification regulations also allow for temporary teaching licenses to be issued to less than fully qualified graduates of approved teacher preparation programs in critical shortage areas. Thus, the realities of a very serious shortfall in the supply of qualified teacher education graduates, particularly in New York City, have a way of undermining genuine attempts at teacher education reform. Despite such setbacks, the overall tenor and tone of the statewide dialogue was that, indeed, as long as we continue the dialogue, we will forge the links between the reform of K-12 education and teacher education required for the benefit of all our children.

NEW DIRECTIONS IN TEACHER EDUCATION
FOR THE 1990s
ALBANY REGIONAL MEETING
Participants

Dr. Virginia Barker
SUNY Plattsburgh
Plattsburgh, NY 12901

Dr. Conrad A. Bautz
SUC Potsdam - 115 Satterlee Hall
Potsdam, NY 13676

Beverly J. Becker
Skidmore College - Education Dept
Saratoga Springs, NY 12866-1632

Asst. Dean Beth Benjamin
SUNY/Oneonta - 337 Netzer Admin Bldg
Oneonta, NY 13820-4015

Dr. James Burns
College of St. Rose - 432 Western Ave.
Albany, NY 12203

Dr. Thomas Boeke, Dean
College of St. Rose - 432 Western Ave.
Albany, NY 12203

Dr. Jack P. Calareso
College of St. Rose - 432 Western Ave.
Albany, NY 12203

Prof. William S. Carlsen
Cornell University - Kennedy Hall
Ithaca, NY 14853

Dr. Mary L. Collins
LeMoyne College-LeMoyne Heights
Syracuse, NY 13214

Prof. George DeBoer
Colgate University - 13 Oak Dr.
Hamilton, NY 13346

Dr. Raymond Domenico
SUNY Plattsburgh
Plattsburgh, NY 12901

Constance J. Eno
NEA of NY - 217 Lark St
Albany, NY 12210

Dr. Cheryl Gowie
Siena College
Loudonville, NY 12211

Dr. Robert Hayden
Siena College
Loudonville, NY 12211

Dean Elizabeth L. Jalbert
SUNY/Oneonta - 337 Netzer Admin. Bldg.
Oneonta, NY 13820-4015

Dr. Edward Kayser
St. Thomas Aquinas College - Rt 340
Sparkill, NY 10976

James J. Kiepper
Teacher Education Conference Board
159 Wolf Road-Box 15008
Albany, NY 12212-5008

Dean Robert H. Koff
SUNY - 1400 Washington Ave. - ED 212
Albany, NY 12222

Prof. Susan Lehr
Skidmore College - Education Dept.
Saratoga Springs, NY 12866-1632

Anthony G. Lento
SUNY - 1400 Washington Ave. - ED 114
Albany, NY 12222

Dr. Catherine Leogrande
LeMoyne College - LeMoyne Heights
Syracuse, NY 13214

Elaine C. Lipschutz
Vassar College - Raymond Ave.
Poughkeepsie, NY 12601

Dr. Jill Little
LeMoyne College - LeMoyne Heights
Syracuse, NY 13214

Dr. Houng-Zung Liu
SUNY Plattsburgh
Plattsburgh, NY 12901

Dr. Norman C. Lyster
Hartwick College
Oneonta, NY 13820

Dean F. Elizabeth Moody
SUNY - College at Oswego
Oswego, NY 13126

Mrs. Elizabeth Nolan
Marist College - North Rd.
Poughkeepsie, NY 12601

JoAnne Pagano
Colgate University - 13 Oak Dr.
Hamilton, NY 13346

Prof. Irene S. Pyszkowski
St. John's University - 300 Howard Ave.
Staten Island, NY 11209

Mary Rossetti
SUNY - 1400 Washington Ave. - ED 114
Albany, NY 12222

Dr. James C. Shuman
St. Lawrence University
Canton, NY 13617

Ms. Susie Slack
Cornell University - Kennedy Hall
Ithaca, NY 14853

Joyce Smith
SUNY - College at Oswego
Oswego, NY 13126

Dean C. Jane Snell
State University College at Cortland - PO Box 2000
Cortland, NY 13045

Rosa Soria
NEA of NY - 217 Lark St.
Albany, NY 12210

Prof. Karen Swan
SUNY - 1400 Washington Ave. - ED 114
Albany, NY 12222

Prof. Deborah J. Trumbull
Cornell University - Kennedy Hall
Ithaca, NY 14853

Dean Sara Varhus
SUNY - College at Oswego
Oswego, NY 13126

Mr. Joseph G. Waters
Assoc. Dir. Admissions - Hartwick College
Oneonta, NY 13820

Dr. Ralph Ware
Siena College
Loudonville, NY 12211

Dr. Geraldine F. Wolfe
SUNY Plattsburgh - Hawkins Hall 107
Plattsburgh, NY 12901

Carolyn Young
SUNY/Oneonta - 337 Netzer Admin. Bldg.
Oneonta, NY 13820-4015

NEW DIRECTIONS IN TEACHER EDUCATION
FOR THE 1990s
BUFFALO REGIONAL MEETING
Participants

Cheryl Albers
SUNY at Buffalo
Briet, 208 Baldy
Buffalo, NY 14260

Dr. Ernest P. Balajthy, Jr.
SUNY Geneseo
Geneseo, NY 14454

Clarence L. Bence
Houghton College
1 Willard Ave.
Houghton, NY 14744

Dr. Marion Benz
SUC at Buffalo — 1300 Elmwood Ave.
Buffalo, NY 14222

Barbara Bielecki
NEA of N.Y.
217 Lark St
Albany, N.Y. 12210

Crayton Buch
AACTE/NYS Exec. Sec. Treas.
SUC at Buffalo
1300 Elmwood Ave.
Buffalo, NY 14222

John Burns
Hobart & William Smith Colleges
Geneva, NY 14456

Pat Collins
Professor of Education
Hobart & William Smith Colleges
Geneva, NY 14456

Dr. Maria Ceprano
St. Bonaventure University
Box K
St. Boneventure, NY 14778

Catherine Combleth
Prof & Dir., Briet, 208 Baldy
Buffalo, NY 14260

James F. Curl
Chair, Div. of Education
Alfred University, PO Box 826
Alfred, NY 14807

Dr. Robert Davitt
SUC at Buffalo
1300 Elmwood Ave.
Buffalo, NY 14222

Prof. Gary P. DeBolt
SUNY Geneseo
Geneseo, NY 14454

Dr. Deborah First
Nazareth College
4245 East Ave.
Rochester, NY 14618

Dr. Thomas W. Fitzsimons
Canisius College
2001 Main Street
Buffalo, NY 14208

Beth Franks
Hobart & William Smith Colleges
Geneva, NY 14456

Dr. Richard Gates
St. Bonaventure University
Box K
St. Boneventure, NY 14778

Dean Robert Gemmett
SUNY College at Brockport
Brockport, NY 14420

Arthur L. Greil
Alfred University
PO Box 826
Alfred, NY 14807

Dean Michael Harter
SUNY College at Brockport
Brockport, NY 14420

Ms. Margaret Hendery
Ithaca College - Teacher Education
Danby Rd
Ithaca, NY 14850

G. Edna Howard
Houghton College
1 Willard Ave.
Houghton, NY 14744

Mr. Donald Johnson
SUNY College at Brockport
Brockport, NY 14420

Barbara Kelly
NEA of N.Y.
217 Lark St.
Albany, NY 12210

Dr. Donald J. Murphy
Canisius College
2001 Main Street
Buffalo, NY 14208

Dr. Edward J. McMahon
Daemen College
4380 Main Street
Amherst, NY 14226

Claity P. Massey
Houghton College
1 Willard Ave.
Houghton, NY 14744

Dr. Kay F. Marshman
Nazareth College
4245 East Ave.
Rochester, NY 14618

Susan Noffre, Asst. Prof
SUNY at Buffalo
Briet, 208 Baldy
Buffalo, NY 14260

Rev. Daniel F. O'Leary, O.M.I.
Niagara University
Hyde Park & Lewiston Rd.
Niagara University, NY 14109

Dr. Mary Palamar
Director, Special Education - Nazareth College
4245 East Ave.
Rochester, NY 14618

Jerry D. Reber
SUNY Geneseo
Geneseo, NY 14454

Joh Schwartz, Professor
Ithaca College — Teacher Education
Danby Rd.
Ithaca, NY 14850

Dr. Thomas Sheeran
Niagara University
Hyde Park & Lewiston Rd.
Niagara University, NY 14109

Dr. Barbara Sirvis
SUC at Buffalo
1300 Elmwood Ave.
Buffalo, NY 14222

Cynthia Sutton
Alfred University
PO Box 826
Alfred, NY 14807

Particia Tempesta
Professor
Ithaca College - School of Humanities & Sci
Danby Rd.
Ithaca, NY 14850

Dr. Paul Vermette
Niagara University
Hyde Park & Lewiston Rd.
Niagara University, NY 14109

Dr. Paul A. Young
Canisius College
2001 Main Street
Buffalo, NY 14208

NEW DIRECTIONS IN TEACHER EDUCATION
FOR THE 1990s
NEW YORK CITY REGIONAL MEETING
Participants

Adam Abdallah
Associate Professor
Medgar Evers College - 1650 Bedford Ave..
Brooklyn, NY 11225

Dr. Carol Alberts
Chair, Dept. of Health, Phys. Ed.
Hofstra University
Hempstead, NY 11550

Celia Alvarez
Professor
Teachers College, Columbia University
Mew York, NY 10027

Dr. George Ansalone
Dean
St. John's University-300 Howard Ave..
Staten Island, NY 10301

Prof. Marchia Baghban
Graduate Coordinator
Queens College
65-30 Kissena Blvd.
Flushing, NY 11367

Dr. Linda Bastian
Art Education Chair
School of Visual Arts
209 E. 23rd Street
New York, NY 10010

Rebecca Behar
Coordinator, Early Childhood Education
Stern College for Women - Yeshiva University
245 Lexington Avenue
New York, NY 10016

Dr. Lois A. Beilin
Dean
Hofstra University
Hempstead, NY 11550

Dr. John E. Bierwirth
Superintendent of Schools
Sachem Central School Dist. - 245 Union Ave.
Holbrook, NY 11741

Dr. Joel Berger
Coordinator, E&S Grad. Prog.
College of S.I. - 130 Stuyvesant Pl.
Staten Island, NY 10301

Mina Berkowitz, PhD
Professor, Division of Education
LIU - University Plaza
Brooklyn, NY 11201

Anthony J. Bonanno
Chair, Dept. of Education
St. Francis College - 180 Remsen St.
Brooklyn Hts., NY 11201

Deborah P. Bloch
Sp. Asst. to Dean of Academic Dev.
Baruch College - 17 Lexington Ave.
New York, NY 10010

Stephan Brumberg
Director, Minority Relations
CUNY - 535 E. 80th St.

Professor Arlene Bloom
Wagner College - Howard Ave. & Campus Rd.
Staten Island, NY 10301
New York, NY 10021

Dr. Alta Busby
Assistant Professor
St. Thomas Aquinas College - Rt 340
Sparkill, NY 10976

Dr. Peter Cookson
Assistant Dean
Adelphi University
Garden City, N.Y. 11530

Shirley Cohen
Associate DeanHunter College - 695 Park Ave.
New York, NY 10021

Dr. Eileen Cunningham
Chairperson, Division of Education
St. Thomas Aquinas College - Rt 340
Sparkill, NY 10976

Dr. Dorothy Cole
Assistant Dean
School of Education
LIU - CW Post Campus
Northern Blvd.
Brookville, NY 11548

Leo Deuster
Professor
CUNY - 535 E. 80th St.
New York, NY 10021

Dr. Neil Dauler-Phinney
Chairperson
Dept. of Curriculum & Instruction
LIU-CW Post Campus
Northern Blvd.
Brookville, NY 11548

Dr. Mario DiSciullo
Vice President
Council of Administrators & Supervisors
88 Sunnyside Blvd - Suite 209
Plainview, NY 11803

Miriam S. Dorn
Chairperson & Professor
Department of Elementary Education
City College - 135 St. & Convent Ave.
New York, NY 10031

Prof. Winifred Doyle
Professor of Education
NYIT - Dorothy Schure Campus
Old Westbury, NY 11568

Ms. Josephine Fusco
Assoc. Dean School of Cont. Educ.
SUNY- Social & Behavioral Sciences Bldg.
Stony Brook, NY 11794-4335

John Garvey
Dean
CUNY - 535 E. 80th St.
New York, NY 10021

Dr. Esther Glass
Division of Education
Southhampton Campus
LIU
Brookville, NY 11548

A.W. Godfrey
Director, Liberty Part. Prog.
SUNY - Social & Behavioral Sciences Bldg.
Stony Brook, NY 11794-4335

Dr. Helen Greene
Education Consultant
NYIT/Dorothy Schure Campus
Old Westbury, NY 11568

Dr. Ann Gross
Assistant Professor
St. Thomas Aquinas College - Rt 340
Sparkill, NY 10976

Prof. Ruth Grossman
Program Head Director
City College - 135th St. & Convent Ave..
New York, NY 10031

Dean Edwina Hamby
CUNY - 535 E. 80th St.
New York, NY 10021

Christine Howard
Director, Education Placement Office
Queens College - P.H. 104
65-30 Kissena Blvd.
Flushing, N.Y. 11367

Prof. Gloria Harris
Undergraduate Coordinator
Queens College
65-30 Kissena Blvd.
Flushing, NY 11367

Sister Mirian Honora
Head, Child Study Dept.
St. Joseph's College - 245 Clinton Ave.
Brooklyn, NY 11205-3688

Lorraine Horney
Assistant Dean, Education
Brooklyn College - Bedford & Ave. H
Brooklyn, NY 11210

Arthur Hughes
Chair, History Dept.
St. Francis College - 180 Remsen St.
Brooklyn Hts., NY 11201

Christine Howard
Director of Education Placement
PH 104
Queens College
65-30 Kissena Blvd.
Flushing, NY 11367

Shirley Hune
Associate Provost
Hunter College - 695 Park Ave..
New York, NY 10021

Prof. Joann Jacullo-Noto
Director, Office of Teacher Education
Teachers College, Columbia University
New York, NY 10027

Brother James Kearney
Director of Teacher Education
Marist College - North Rd.
Poughkeepsie, NY 12601

Dr. Sally Kaminsky
Coordinator, Elementary & Secondary
Undergraduate Program
College of S.I. - 130 Stuyvesant Pl.
Staten Island, NY 10301

Dr. Jeffrey Kane, Dean
Adelphi Universiyt
Garden City, NY 11530

Norbert Leeseberg
Chairperson, Dept. of Education/Psychology
Wagner College - Howard Ave. & Campus Rd
Staten Island, NY 10301

Sister Rosemary Lesser
Associate Chairperson
Child Study Department
St. Joseph's College - 245 Clinton Ave.
Brooklyn, NY 11205-3688

James Lovett
Assistant Dean, Education
Brooklyn College - Bedford & Ave. H
Brooklyn, NY 11210

Dr. Jed Luchow
Coordinator, Sp. Educ. Prog.
College of S.I.- 130 Stuyvesant Pl.
Staten Island, NY 10301

Roger Landroth
Deputy Chairperson
Dept. of Education
Baruch College - 17 Lexington Ave.
New York, N.Y. 10010

Professor Donald Leeds
Wagner College - Howard Ave. & Campus Rd
Staten Island, NY 10301

Toby Litt, Ph.D.
Coordinator, Student Services
Division of Education
LIU - University Plaza
Brooklyn, NY 11201

Mr. Lewis Lyman
Director of Graduate Education
College of New Rochelle
Castle Place
New Rochelle, NY 10805

Maureen McCarthy
Coordinator of Special Education
Mercy College
555 Broadway
Dobbs Ferry, NY 10522

Dr. Edward Miller
Dean, Graduate School
College of New Rochelle
Chadwick 202
New Rochelle, NY 10805

Dr. Joel E. Mittler
Interim Dean
School of Education
LIU/CW Post Campus
Northern Blvd.
Brookville, NY 11548

Carol Millsom, Prof.
NYU
239 Greene St., 200 East Bldg.
New York, NY 10003

Professor John Mayher
New York University
239 Greene St., 200 East Bldg.
New York, NY 10003

Dr. Edward Miller
Dean Graduate School
College of New Rochelle - Chadwick 202
New Rochelle, NY 10805
Doris Nobi
Professor
Teachers College, Columbia University
New York, NY 10027

Mrs. Elizabeth Nolan
Coordinator Teacher Education
Marist College - North Rd.
Poughkeepsie, NY 12601

Ethel Orlran
Asst. Dean
Stern Col. for Women - Yeshiva University
245 Lexington Avenue
New York, NY 10016

Cynthia Onore
Dept. Chair, Sec. & Cont. Educ.
School of Education
The City College
Convent Avenue & 138th Street
New York, NY 10031

Jane Dineen Panek
Chairperson - Education
Molloy College - 1000 Hempstead Ave.
Rockville Centre, NY 11570

Ann Marie Pagnotta
Assistant Professor/Math
Molloy College
1000 Hempstead Avenue
Rockville Centre, NY 11570

Joan R. Pardes
Chair, Dept. of Educ.
Manhattanville College
Purchase Street
Purchase, NY 10577

Robert Postman
Chair - Education
Mercy College
555 Broadway
Dobbs Ferry, NY 10522
Molloy College - 1000 Hempstead Ave.

Isabel D. Pascale
Director, Division of Education
LIU - University Plaza
Brooklyn, NY 11201
Rockville Centre, NY 11570

Prof. Bertha Perez
Director of Special Education
SUNY Teacher Education Box 210
Old Westbury, NY 11568

Irene S. Pyszkowski, Ph.D.
Associate Professor
St. John's University
Division of Education
300 Howard Avenue
Staten Island, NY 11209

Diane Quandt
Assistant Professor
College of New Rochelle
Chadwick 202
New Rochelle, NY 10805

Sister John Raymond
Chairman, Secondary Education Dept.
St. Joseph's College - 245 Clinton Ave.
Brooklyn, NY 11205-3688

Elizabeth Reitbauer
English Language Director
Concordia College

Carole S. Rhodes
Assistant Professor
College of New Rochelle
Castle Place
New Rochelle, NY 10805

Richard L. Rogers
Vice President & Secretary
New School for Social Research
66 West 12th Street
New York, NY 10011

Migdalia Romero
Chairperson, Curriculum & Teaching - Hunter College
695 Park Ave.
New York, NY 10021

Jerrold Ross, Assoc. Dean
for Academic Affairs — NYU
239 Greene St., 200 East Bldg.
New York, NY 10003

Dr. Frances Rust
Chair Department of Curriculum & Teaching
Hofstra University
Hempstead, NY 11550

Dr. Susan Riemer Sacks
Chair, Education Dept.
Barnard College - 3009 Broadway
New York, NY 10027

Dr. Alan Sadovnik
Director, Elementary/Secondary Educ.
Adelphi University
Garden City, N.Y. 11530

Ms. Sidney Schwartz
Chair, Elementary & Early
Childhood Educ. & Serv.
Queens College - P.H. 104
65-30 Kissena Blvd.
Flushing, N.Y. 11367

Dr. Basilio Serrano
Convener of Teacher Education
SUNY Teacher Education Box 210
Old Westbury, NY 11568

Prof. Jan Speisman
Director of Field Experience
SUNY Teacher Education Box 210
Old Westbury, NY 11568

Dr. Murray Schneider
President
Council of Administrators & Supervisors
88 Sunnyside Blvd. Suite 209
Plainview, NY 11803

Dr. Susan Sandy
Associate Professor of Education
Stern College for Women - Yeshiva Univ.
245 Lexington Ave.
New York, NY 10016

Stanley Silverman
Academic Computing
NYIT - Dorothy Schure Campus
New York, NY 10027

Frank Slade
Chair, Philosophy Dept.
St. Francis College - 180 Remsen St.
Brooklyn Hts. NY 11201

Barbara Smukler
Coordinator of Student Teaching
Mercy College
555 Broadway
Dobbs Ferry, NY 10522

Dr. Stephen Steffens
Professor
Concordia College
171 White Plains Rd.
Bronxville, NY 10708

Chris Suggs
Academic Affairs
CUNY Central
535 E. 80th St.
New York, NY 10024
Bronxville, NY 10708

Lee Ann Truesdell
Coordinator of Special Education
Queens College
65-30 Kissena Blvd.
Flushing, NY 11367

Sister Kathleen Waters
Associate Professor of Educ.
Molloy College - 1000 Hempstead Ave.
Rockville Centre, NY 11570

Don Watkins
Ombudsman
Baruch College - 17 Lexington Ave.
New York, NY 10010

Sr. Barbara Werner, O.P.
Director of Teacher Education
Dominican College - 10 Western Hwy.
Hempstead, NY 11550

Katherine Knight Wilcox
Senior Associate in Education
Barnard College - 3009 Broadway
New York, N.Y. 10027

Evan Williams
Dean, Undergraduate Studies
Brooklyn College - Bedford & Ave. H
Brooklyn, NY 11210

Karen Zumwalt
Associate Professor
130 Ogden Avenue
Dobbs Ferry, NY 10522

NEW YORK STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

NON-PROFIT ORG.
U.S. POSTAGE
PAID
Albany, N.Y.
Permit No. 293

BEST COPY AVAILABLE